

CURRICULUM JOURNAL

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SOCIETY FOR CURRICULUM STUDY
Bureau of Educational Research
College of Education
The Ohio State University, Columbus, Ohio

SOCIETY FOR CURRICULUM STUDY

A professional organization including the following workers: curriculum directors in county, city, and state school systems; other administrative and supervisory officers who are primarily interested in curriculum; classroom teachers who are working on special curriculum problems; research workers and authors of curriculum studies; college and university instructors; curriculum workers in non-school organizations; and others who are especially interested in this professional field. Membership upon application to the Executive Secretary. Annual dues \$2.00 per year, including the Curriculum Journal. The annual subscription to the Curriculum Journal is \$2.50 for institutions and non-members.

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December, 1936

NEWS NOTES

Thirty-two States Engaged in Curriculum Revision. According to F. A. Balyeat in the September, 1936 issue of the Clearing House, thirty-two state-wide curriculum revision programs were reported. This statement is based upon an analysis of the Annual Roll Call of the Journal of the National Educational Association. The author traces the Roll Calls back a decade and finds that curriculum activity reached a peak in 1931 and then declined sharply until 1936. The increase in interest is phenomenal, since the number of states reporting curriculum revision in 1936 is three times larger than the highest figure for the decade. Fifteen of the thirty-two states report curriculum programs for the first time. The states reporting include: Alabama, Arizona, Arkansas, California, Colorado, Georgia, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Maine, Maryland, Massachusetts, Mississippi, Montana, New Hampshire, New Mexico, New York, North Carolina, Pennsylvania, Oklahoma, Oregon, South Carolina, Tennessee, Texas, Utah, Virginia, West Virginia, Washington and Wisconsin.

Fort Worth Curriculum Program in its Seventh Year. Superintendent W. M. Green and Curriculum Director John C. Parker are entering the seventh year of the curriculum program at Fort Worth, Texas. Courses of study have been turned out in practically every field with the exception of senior high school science, home economics, foreign languages, commercial education, and health and physical education. It is planned that courses in these fields will be completed by the fall of 1937. Professor Herbert B. Bruner of Teachers College is acting as Consultant to this program.

It will be difficult to continue the CURRICULUM JOURNAL in its present format without securing library subscriptions. Will you be good enough to bring the JOURNAL to the attention of the librarian of your institution or school system? The subscription fee to non-members is \$2.50 a year.

Wisconsin State Conference. The annual School Men's Conference, conducted by the Wisconsin State Department of Education, held on September 24 and 25, was devoted to the subject of curriculum development. Particular attention was given to the curriculum in the rural school. Besides President Glenn Frank who delivered the banquet address, the speakers included: M. H. Willing, Samuel Everett, Marjorie Pratt, and Henry Harap.

Progress in the Illinois State Program. The steering committee of the Illinois State program of curriculum development has proceeded with the appointment of several important subcommittees. The committee on aims will prepare a statement of the general principles and aims of the entire project. The committee on institution cooperation will secure the help of the various colleges of the state. The committee on public relations will keep the lay public informed of the progress of the program. The committee on study program will produce study bulletins to be used by the professional and lay organizations. The committee on rural education will consider the special problems of rural schools. The committee on social trends will make a survey of the State of Illinois in order to ascertain the necessary changes in the curriculum.

Baltimore at Work in Socio-Economic Area. Dr. David E. Weglein, Superintendent of Schools at Baltimore, Maryland, has asked Professor Herbert B. Bruner of Teachers College to advise with selected members of the Baltimore school staff on curriculum problems. One hundred teachers, principals, and supervisors have been selected for special work on the curriculum aspects of socio-economic problems for 1936-37. Dr. Bruner is spending several days with these committees during the first semester of '36-'37. Four graduate students of Teachers College are assisting him, namely, Mr. William P. Patterson, Principal, State Street Elementary-Junior High School, Hackensack, New Jersey; Mr. Bernard Carp, Director of Dramatics and Social Art, Garfield Temple, Brooklyn, New York; Mr. George W. Dawson,

Head of the English Department, Manhasset High School, Manhasset, New York; and Dr. Frank C. Misner, Head of the Mathematics Department and Chairman of Curriculum Revision, Bronxville, New York.

Kansas State Study Program. A study guide has just been issued by the Kansas State Department of Education which is the first bulletin in the five-year Improvement of Instruction Program sponsored by the State Teachers' Association and the State Department of Education. Miss Dale Zeller, formerly of the State Teachers College at Emporia, is the director of the project, and H. L. Caswell is acting as consultant. The program developed in an attempt to help the State Department when it was trying to write courses of study that would lift teacher practice from textbook recitation procedure. A Parent-Teacher Bulletin, the second in a series, is now in press.

A New Adult Education Service. The Service Bureau for Adult Education, Division of General Education, New York University, is publishing an aid to teachers entitled ADULT-STUDY CATALOGUE. It comes out eight times a year at an annual subscription price of \$1.00. The first issue contains references to books, pamphlets, and articles. Future numbers will also list motion picture films, maps, lantern slides, and other visual aids.

Progress Report of the Committee on Integration. The Committee on Integration has divided its work into two parts. The first deals with the basic philosophy and psychology of integration, while the second discusses the practices in integration which are going on in various parts of the country. The first part is now complete, and the second is well under way. Each mail brings accounts of integrating practices from school systems and individual teachers throughout the country. This will be organized so as to present a picture of scope and development in integration from the kindergarten through the junior college. The Committee (L.T. Hopkins, Chairman) will report in New Orleans in February.

A Liberal Educational Journal. Members of the Society for Curriculum Study, who try to keep abreast of the widely varied trends of

educational thought, will be interested in the Educational Scene, a liberal educational journal published on the West Coast and representative of progressive ideals developing in that region. The Managing Editor, M. E. Herriott, and one member of the Editorial Board, William B. Brown, are members of this Society. Other members of the Editorial Board include Arthur Gould, Chief Deputy Superintendent, and Robert Hill Lane, Assistant Superintendent of the Los Angeles City Schools and chief exponents of progressive education on the Pacific Coast. C. C. Trillingham, Assistant Superintendent of the Los Angeles County Schools, and others. The Advisory Board of the Scene includes two other members of the Society, Paul R. Hanna and M. Madilene Veverka. The Educational Scene is now in its second year and presents a widely varied and stimulating type of content, distinctly different from that of any other professional journal. The subscription rate is \$2.00 per year; the address, Box 830, Hollywood, California.

Chester, Pennsylvania, School System Revises Curriculum. Mr. Hugh B. Wood; Mr. Thomas W. Rice, Principal, Laning Avenue School, Verona, New Jersey; Mr. Harry Carlson; Miss Luella Overn; Miss Alma Moore, Principal, Bonner Elementary School, Tyler, Texas; and Mr. Arthur Maberry, Superintendent of Schools, Bangs, Texas—all graduate students in Teachers College, accompanied Professor Herbert B. Bruner to Chester, Pennsylvania on October 27, with the view of assisting in some of the curriculum problems of this community. Superintendent F. Hermann Fritz and the teachers of Chester are entering the second year of their curriculum program.

Columbus, Ohio Revises Secondary Curriculum. Plans for revising courses of study in junior and senior high schools of Columbus are being studied by principals and administrative officials with a view to presenting an improved program when schools open in September, 1937. During the past two months principals of junior and senior high schools have made an intensive study of curriculum in the local school system and are expected to make complete recommendations before June, 1937.

Art Education in the High Schools. The Federal Council on Art Education, 745 Fifth Avenue,

New York City, has just issued the report of a questionnaire study of art education in the high schools of the United States. The special committee which prepared the report was made up of Walter H. Klar, chairman, who is supervisor of fine and industrial arts in the public schools of Springfield, Massachusetts; Royal Bailey Farnum, educational director of the Rhode Island School of Design, Providence, and Leon L. Winslow, director of art education in the public schools of Baltimore, who acted as advisers; and four members, James C. Bourdreau, director of Pratt Institute School of Fine and Applied Arts, Brooklyn; Helen M. Howell, Associate Professor of Fine Arts in the University of California, Los Angeles; C. Valentine Kirby, chief of art education for the State of Pennsylvania, and Jane Betsy Welling, Associate in Fine Arts and Professor Art Training at Wayne University, Detroit.

Journal of Experimental Education. With the first number of Volume 5, the Journal of Experimental Education is converted from a mimeographed publication to a printed journal. It is issued four times a year and includes reports of scientific investigations relating to child development, curriculum, learning, teaching, supervision, measurements, statistics, and experimental techniques. Each year the June issue is devoted exclusively to materials in curriculum building. J. Paul Leonard, Professor of Education at the College of William and Mary, Williamsburg, Virginia, is editorially responsible for this issue. The Journal of Experimental Education is a project in cooperative printing, charging a contributor's fee of \$2.00 per page of 750 words calculated on the basis of a fixed annual budget and dividing all income beyond this amount pro rata according to the number of pages of material printed per contributor. The Journal is a non-profit making adventure fostered by a group of professional workers in the field of education. As such it has been able to secure from its printers a very favorable price for the publication of technical materials. Research Monographs may be published on the cooperative basis at cost.

Summer Institute of the Eight Year Study.

The Summer Institute for teachers from the thirty schools in the Eight Year Study was held at the Ohio State University during the period from June 22 to July 29, 1936. It was a joint project

sponsored by the Commission on the Secondary School Curriculum and by the Evaluation Staff of the Eight Year Study. The majority of the forty-one teachers attending the Institute represented the fields of science and mathematics because the Curriculum Commission had carried its work far enough in these fields to desire the cooperation of teachers from the schools in developing further curriculum materials. There were also several social studies people and individual teachers from a few other fields. Generally, the Institute consisted of large group meetings, small group meetings, individual conferences, and opportunity for work on individual projects, both in the fields of curriculum and evaluation.

Summer Conference at the University of Mississippi. On July 16 and 17, 1936 the University of Mississippi held a State Educational Conference with special emphasis on the curriculum. The chief speakers on the program were Dr. Fred C. Ayer, Professor of Education, University of Texas, and Dr. Paul W. Terry, Professor of Education, University of Alabama. Other guest speakers on the program, who were on the Education faculty of the University Summer Session, were Dr. M. F. Carpenter, Associate Professor of English, and Head of English Department, University High School, University of Iowa; Miss Margaret Willis, Social Science Department, University High School, Ohio State University; Mrs. Mary Hutchinson, Mississippi State College for Women; Miss Helen Belser, Tennessee Valley Authority School, Sheffield, Alabama; and Miss Rena Luck, Matthew Whaley School, Williamsburg, Virginia.

Revision of Arithmetic in Chicago. Superintendent William H. Johnson of the Chicago Schools has appointed a committee under the chairmanship of Assistant Superintendent James E. McDade to rewrite the course of study in arithmetic in terms of child experience. Mr. John T. Johnson, of the Department of Mathematics, Chicago Normal College, will have active charge of the revision work. In the first and second grades all formal arithmetic, such as standards, grade requirements, and drills will be abolished, though there will be informal teaching which will take advantage of opportunities for quantitative thinking. Thus, when the child enters third grade he will have a rich

background of meanings for the work he undertakes in that grade. A more rational placement of arithmetic topics will move many parts of the work into grades higher than has been the traditional practice. The course is to be ready for distribution by February 1, 1937.

Curriculum Revision in the State of Washington. The Department of Administration and Supervision of the Washington Education Association has not only made the curriculum its central theme for this year but is sponsoring a financial program to assist the State Department in the work, since no appropriation had been made for the purpose by the legislature. A State Curriculum Commission of fourteen members has been appointed and officially approved. In the plan a procedure is proposed that will permit the thinking of the classroom teachers to go along with that of the Commission in every issue that is considered. The high school field is being considered first because the recent High School Report to the State Board of Education has challenged the need here.

Commission on Relation Between School and College Receives Grant for Curriculum Aid. The Commission on the Relation of School and College of the Progressive Education Association of which Mr. Wilford Aikin is the chairman has received a grant from the General Education Board to furnish assistance with the curriculum problems of the thirty schools cooperating in the Eight-Year Study. The following men have been chosen to give all or part of their time to the assistance of teachers in the schools with their curriculum problems: H.B. Albery, Ohio State University; Paul Diederich, Ohio State University; Henry Harap, formerly of Western Reserve University; S. P. McCutchen, formerly of John Burroughs School, and A. N. Zechiel, Tower Hill School. The central office of the Commission is located at Ohio State University and is affiliated with the Bureau of Educational Research in the College of Education of this university.

Social Living: A Fused Course. The most far reaching change in the revised high school curriculum of the Sequoia Union High School, Redwood City, California, is the introduction of a course in social living. This is a re-

quired two-year, two-hour-a-day course taught in the freshman and sophomore years, fusing freshman and sophomore English with World history, and correlating materials from the fine arts field. Whenever it is desirable to round out an experience or activity, content from other fields is correlated. The following are the chief objectives: First, the development of improved understandings, attitudes, and habits in human relationships; second, improved facility in written and spoken English; and third, the appreciation of literature and the other fine arts.

Commission Formulates a Tentative Basic Curriculum. The Curriculum Commission of the Burbank, California, City Schools, has just issued a bulletin containing a tentative basic curriculum. The Curriculum Commission of the Burbank City Schools has been organized for a number of years and has had as its consultants F. W. Weersing, 1932-1933, University of Southern California, L. T. Hopkins, 1933-1935, Columbia University, and William H. Burton, 1935-1936, University of Southern California. The work presented herewith has been done with Dr. William H. Burton as consultant and Dr. J. Murray Lee as chairman. Other members of the Commission were principals, supervisors, and teachers of the Burbank City Schools. The Commission for the past four months has had two regular meetings weekly, and individual members of the Commission have met with teachers of the various schools so that the entire teaching body has participated. The special features of the new program include: 1) The utilization of the thinking of the entire staff and the leadership furnished by the principals; 2) A statement of educational beliefs, developed cooperatively as a result of staff criticism; 3) An emphasis on modern problems as a means of approach; 4) A scope and sequence differing considerably in places from other proposals; 5) A sequence from nursery school through grade 12; 6) The replacement of formal English by functional English in the basic courses; 7) The differentiation between units and aspects and the list of units; 8) The development of a group guidance program through the basic teachers and the elimination of the home room.

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Building America Issues a New Prospectus.

A new prospectus of Building America has just gone out to over sixty thousand superintendents, principals, supervisors, and social studies teachers throughout the country. The first issue of the current volume together with a reprint of Dr. Kilpatrick's foreword to the bound volume of last year's issues is being sent to six thousand librarians. Three other types of illustrated advertising material will be sent out during the course of the year. This together with the distribution of fifty to ninety thousand specimen copies should go a long way toward securing twenty thousand subscriptions by the end of May, 1937. Fifty-eight members of the Society have responded to the request

for aid in promoting Building America. The members are assisting in the distribution of many thousands of copies of the prospectus and many hundreds of specimen copies. The total number of single copies sold since May, 1936, including subscriptions and bound volumes, amounts to 39,771.

Correction. The October and November numbers of the Curriculum Journal were wrongly numbered. They should be corrected as follows: October - Vol. 7 : No. 6, November - Vol. 7 : No. 7. To avoid confusion due to this error, the Index to this volume gives the month and page number of each author and article entry.

A PATTERN FOR CULTURE UNITS

By Wm. B. Brown

Secondary Curriculum Section Los Angeles City Schools

The following suggestions are made as an aid to teachers who are developing social studies-language units dealing with the life and culture of nations and people. It is not expected that all the units will conform to one set pattern but it is desirable that the more essential elements be found in every unit developed. Each cultural area has different characteristics and values and hence no high degree of uniformity is feasible in the treatment. Each unit will of necessity be quite unique in its procedures and activities. All units might well contain the following main parts.

Aims. A brief list of the major aims of the unit should be given in terms of understandings, appreciations, attitudes, and skills. These aims should relate mainly to an appreciative understanding of the geography, life, culture, and literary achievements of a people. Only these more general aims should be given in the pre-planned unit. Each teacher should in developing the unit in class, consider the skills, habits, attitudes of the pupils and set up specific intended outcomes based upon the real needs and interests peculiar to the class.

Significant Aspects of the Life and Culture of the People of a Country. The second part of the pre-planned unit should include a teacher's syn-

opsis and a summary outline of the major aspects of the life of the people to be treated in developing the classroom work. The purpose of this organization should be to give each teacher a convenient survey of the unit as a whole, regardless of whether she expects to present every phase of it to the class. It should not be considered as a teaching plan but rather as a helpful and balanced list of materials that may be developed. These should include as far as possible those topics listed in the ninth and tenth year course of study (Circular 45-18) on pages 22-25. They include:

1. Significant Aspects of the Life and Culture of the People of a Country
 - a. Family, home, and social life.
 - b. Religious beliefs and customs.
 - c. Arts, Crafts, and Music
 - d. Economic life and working conditions.
 - e. Education and intellectual pursuits of a people.
 - f. Recreation and Leisure Time Pursuits.
 - g. Government and political life.
 - h. Literature and the literary life of a people.
2. Other Important Factors to Be Considered in Developing the Materials Suggested

- a. The influence of the culture pattern on the life of the people.
- b. Relationships between various cultures, past and contemporary.
- c. Leadership in the life of a people.
- d. The influence of the geographical setting.
- e. Anthropological origins of the customs and institutions of a people.
- f. The historical setting as a background.
- g. Present day problems and trends and their significance.
- h. The social viewpoint and its influence in the life of a people.

It should be kept in mind that a completed subject matter outline is not necessary or desirable for this type of treatment. This topical organization should only be used as a basis for initiating and developing the unit in the classroom in partnership with the pupils.

Orientation. The orientation or introduction should contain a program of suggested ways and means of starting the unit satisfactorily in order to assure extensive cooperation of the entire class in developing the work. There should be a brief statement of things which might serve as possible approaches. Suggestions should be included as to literary selections, pictures, objects, current topics, etc., which can be utilized to acquaint the pupils in a broad, general way with the culture being studied. The important thing is to suggest approaches which will start with the immediate interests and knowledge of the average ninth and tenth year pupil. After the pupils' interest is assured, the purpose and scope of the unit should be made clear to the class, together with the fact that it is to be a cooperative class project.

Projects and Problems. An extensive program of activities and projects should be included as the main part of the unit. The types of activities should be determined to some extent by the available materials, the ability and interests of ninth and tenth year pupils, and the nature of the cultural theme under consideration. The activities should be organized around the topics planned for part II of the unit, so as to give a balanced consideration to all phases of the life and culture of the people of a country. It is important that the projects and problems be sufficiently difficult to challenge the

abilities of the pupils of that level. Care must be taken that activities of too elementary a nature are not emphasized. Both individual and group activities should be included with considerable emphasis on cooperative exploratory procedures. Further, the activities should be of such a nature as to involve fundamentals in geography, history and other social studies, as well as skills in oral and written expression wherever these can be made to provide for the needs of pupils.

Summarization. One or more culminating activities should be given which will bring the unit of work to a satisfactory conclusion. This should be a common undertaking to which all members of the class may contribute. It may include dramatizations, exhibits, class books, debates, panel discussions, and other terminal activities. These summarizing procedures should be a means of concluding the work and in a measure of evaluating the knowledge, skills, attitudes and appreciations acquired during the course of the unit.

Literary Readings, Quotations, Excerpts, Foreign Terms, Etc. This part is self explanatory.

References. There should be included a list of basic texts and supplementary reference books generally available in sets in the library. References should be given to chapters and pages.

Bibliography. Books for teachers should be listed separately. Books and other references for pupils should be grouped preferably under the major topics taken up in the body of the unit. Indication should be given as to which books are most valuable, general difficulty and usability.

Catalogues of Visual Materials. This section should be used in so far as they relate to the themes and units of this program. In developing the culture units, close cooperation between English, Social Studies, Art, and Music Teachers is essential. Indispensable as a teacher's guide is the book Western Youth Meets Eastern Culture, by Sweeny, Barry, and Schoelkopf.

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CHILDREN'S CIVIC INFORMATION; AN ABSTRACT*

By William H. Burton

University of Southern California

This investigation of children's informational background in civic affairs covers a ten year period and supplies data in partial answer to the following questions:

1. What is the nature and amount of civic information possessed by American children of intermediate and junior high school level?
2. What differences, if any, exist in the nature and amount of civic information possessed by certain regional, racial or national and economic groups within the total group examined?
3. What differences, if any, exist between the sexes in the possession of civic information?
4. What is the nature of growth of civic information from grade to grade?
5. What changes, if any, took place in the funds of information possessed during the decade 1924-1935?
6. What are the general sources from which pupils derive the information they do possess?
7. What are the explanations and interpretations of the conditions revealed in the answers to the foregoing six questions?

The extensive tabular and inferential results can only be sampled in this brief digest. The best known information is not the result of any organized plan of instruction in civics or citizenship but is derived in haphazard fashion from various sources which are good and bad, organized and unorganized, and of varying degrees

of efficiency. Best known items were naturally those dealing with familiar and often met phases of community life. There was a heavy weighting of information concerning crime and politics along with desirable information concerning health, value of education, and thrift. Least known items were naturally those dealing with political abstractions and with more remote economic and social relationships.

There was considerable evidence that material ordinarily thought to be advanced may be introduced far earlier than it now is. The economic status of the home seemed to be the most important conditioning factor in the acquisition of this type of information. Analysis of development of information from grades five to nine revealed astounding differences in growth on apparently similar items. Haphazard and random placement in courses of study seems to be indicated. The home is a prominent source of information at first, but steadily decreases in influence through the grades. The influence of the school steadily increases. Outside reading remains constant as a source. The funds of information possessed by pupils in 1934 are practically identical with those possessed by similar children in 1924. There is however, ample evidence that pupils informational backgrounds in this field can be greatly increased despite the apparent lack of growth in ten years.

THE COMMITTEE ON REGIONAL CONFERENCES AND MEETINGS

By R. D. Russell

Chairman of the Committee on Regional Conferences and Meetings

The first function is to promote the discussion of curriculum problems in teachers' meetings, public forums, civic clubs, and the like. The purpose of the school is to allow and promote desirable pupil activities, but all too frequently things which are extraneous or at best instrumental to the above purpose receive major consideration at meetings of educators and laymen. What the pupil is doing in school becomes a

secondary affair. It is important that this should receive major consideration at educational meetings of all types.

The second function of the committee is to form curriculum societies for the purpose of furthering the kind of work now being done by the National Society for Curriculum Study. In order to promote more significant pupil activities, organization is necessary. Idaho has recently formed a Society for Curriculum Study. One has also been formed in the Inland Empire, including the states of Washington, Oregon, Utah, Montana, and Idaho. The organizations

*Barton, W.H. - Children's Civic Information, 1924-35. University of Southern California. Education Monograph No. 7. 200 pages. Fabrikoid, \$2.00.

are patterned after the national Society for Curriculum Study. Their functions are similar. These organizations are supplementing the work of official organizations and promoting interest in curriculum work. Each one will have an annual program, possibly connected with the regular teachers' associations. At these programs the philosophy of the curriculum and curriculum researches and activities of all types will be discussed.

The third function is to cooperate with the Educational Policies' Commission on the part of their work having to do with the curriculum. This Commission has recently mailed to its consultants a bulletin entitled, "Some Current Problems in American Education." These problems are organized under (1) objectives, (2) scope, (3) finance, (4) control and pupil relations, (5) personnel, (6) material, and (7) method and content of instruction. The parts having to do directly with the curriculum are those entitled "Objectives" and "Method and Content of Instruction." The Commission desires that these problems be made subjects for widespread discussion in all types of meetings. With reference to the curriculum problems, this objective is identical with the objectives of the Committee on Regional Conferences and Meetings. For this reason the work should be integrated, and it is to be hoped that the Society for Curriculum Study can render the Commission a distinct service in attaining its objectives. The Curriculum Journal, which goes to the leading curriculum experts in America, offers the Commission a distinct opportunity to get their curriculum problems discussed at educational and lay meetings.

The fourth function is to extend the services of the Society for Curriculum Study through acquaintance with its publications and other activities. To be acquainted with the best thought and practice in America is an encouragement to anyone working on a curriculum project.

THE COMMITTEE ON THE COMMUNITY SCHOOL

By Samuel Everett
Chairman of the Committee on the Community School

A Committee on the Community School has recently been established by the Executive Committee of the Society for Curriculum Study. The final report of the Committee as authorized by

It is to be regretted that the Curriculum Journal is not in the library of every teacher training institution. The Journal reports the best thought and practice in curriculum work at all educational levels. Moreover, membership in the Society is not in proportion of its contribution. Individual memberships cost only \$2.00 each. Subscriptions to the Journal by libraries cost only \$2.50 each. More memberships and more subscriptions are needed if the Society is to contribute its maximum service in making curriculum workers, including all teachers and laymen, more interested in the quality of pupil activity in the school.

The fifth function is to cooperate with already existing curriculum committees or organizations. To encourage a discussion of curriculum at all types of meetings is a benefit to any organized effort to produce courses of study and get them into use. A feeling of the importance of curriculum work doesn't exist in the minds of the rank and file of teachers. Interest is lacking; consequently, courses of study, however good they may be, are not used after they are produced. They are produced by a small group and used by the same small group. They should be made by all teachers and used by all teachers. To stimulate effort in this direction is one of the important functions of the Committee on Regional Conferences and Meetings.

The sixth function is to promote curriculum meetings in summer schools and the organization of curriculum clubs in colleges and universities. At summer schools experienced teachers may be reached, and during the regular school term prospective teachers may be lead to a feeling of the importance of eliminating the wall that now separates the school and society.

The general committee will appreciate any suggestions. We should also appreciate a report of significant curriculum activities in each State for publication in the Journal.

the Society will be organized somewhat as follows:

The first chapter will be a statement of the desirable relationship of the American public

schools to the communities they serve. This chapter will presumably deal with community needs, educational responsibilities, and the desirable social outlook to permeate the institutions of the community which care for the education of children, of youth and of adults. The chapter will comprise the points of agreement of committee members and will be written by the chairman of the committee, on the basis of information secured by him from the several members of the committee.

Following the introductory chapter there will be a series of chapters, written by the individual members of the committee. The procedure here followed is the used by the Committee on Secondary Education of the Society for Curriculum Study in its report, "A Challenge to Secondary Education." Each committee member will produce a plan for the Community School. In doing this each will presumably include the following areas in his discussion.

- a. A brief statement of the desirable relationship between the school and the community. This will serve as the basis for the writing of the first chapter by the chairman of the committee. At the same time it will allow each author to make his own individual approach to the problem.
- b. A statement of the actual socio-economic conditions which exist in the community which the author has in mind when planning his program. Each committee member will have a specific community in mind and will work out his program in terms of this community.
- c. A statement, in as detailed a form as possible, of a curriculum which might provide for such community needs as have already been discussed. Such a curriculum will be based upon the actual experience of the author. It will, however, not be limited merely to a description of what has been done. It will include what the author believes is desirable. Because of his previous experience each author may well stress curriculum provisions for some particular level, elementary, secondary, or adult. Each person will, however, have something

to say about the curriculum for all groups at all educational levels in the community.

- d. Each author will clearly indicate the teaching method to be used in the Community School.
- e. Each author will include administrative methods and procedures which will aid in carrying out the curriculum program which has been outlined.

The final chapter will be a critical appraisal of the whole committee report written by some competent person who is not a member of the Committee on the Community School.

In the complete report, following the chapters written by the various committee members, there will be a summary chapter analyzing the various plans outlined by the several members of the Committee on the Community School. Preliminary reports of the work of each member of the Committee will be prepared by November 1. It is also the plan of the committee to have the first draft of individual chapters completed on January 1, 1937. Such statements as are then ready will be revised in preparation for a final report.

The Committee membership is as follows:

ELSIE RIPLEY CLAPP, EDUCATIONAL DIRECTOR, REEDSVILLE, WEST VIRGINIA. Miss Clapp is well known for her community-school work at the Ballard Memorial School near Louisville, Ky. She is now educational director of the U. S. governmental project at Reedsville, West Virginia.

ELLSWORTH COLLINGS, DEAN OF THE COLLEGE OF EDUCATION, UNIVERSITY OF OKLAHOMA. Mr. Collings has continued his work in community-school relations since the publication of his book, "An Experiment with a Project Curriculum."

EDGAR M. DRAPER, ASSOCIATE PROFESSOR OF EDUCATION, UNIVERSITY OF WASHINGTON, SEATTLE, WASHINGTON. For ten years Mr. Draper has had practical school experience as superintendent of consolidated school districts. His interest in community-school relationships has continued in his university work.

- EDGAR M. DRAPER, ASSOCIATE PROFESSOR OF EDUCATION, UNIVERSITY OF WASHINGTON, SEATTLE, WASHINGTON. For ten years Mr. Draper has had practical school experience as superintendent of consolidated school districts. His interest in community-school relationships has continued in his university work.
- ROMA GANS, INSTRUCTOR IN ELEMENTARY EDUCATION, COLUMBIA UNIVERSITY, NEW YORK CITY. Miss Gans is directing two curriculum programs in New Jersey which are emphasizing school-community relations.
- PAUL R. HANNA, ASSOCIATE PROFESSOR OF EDUCATION, STANFORD UNIVERSITY, CALIFORNIA. Author of *YOUTH SERVES THE COMMUNITY* and consultant for several California school systems.
- RALPH M. HOGAN, SUPERINTENDENT OF EDUCATION, NORRIS, TENNESSEE. Mr. Hogan is directing an educational program which emphasizes community service. This includes the Norris School Cooperative carried on by the boys and girls of the school.
- MILES HORTON, HIGHLAND FOLK SCHOOL, MONTEIGLE, TENNESSEE. For a number of years, Mr. Horton has been a member of the staff of the Highland Folk School where a vital experiment in community living is being carried on.
- H. GORDON HULLFISH, PROFESSOR OF EDUCATION, THE OHIO STATE UNIVERSITY, COLUMBUS, OHIO. Mr. Hullfish has for a number of years directed the curriculum work of the Dalton School. This is a school in the Progressive Education movement which is emphasizing community relations in New York City.
- ALLAN HULSIZER, U. S. INDIAN SERVICE, WASHINGTON, D.C. Mr. Hulsizer some years ago directed an experiment in rural education at Georgetown, Delaware. His interest in community-school relationships has now been carried into Indian Education.
- PAUL J. MISNER, SUPERINTENDENT OF SCHOOLS, GLENCOE, ILLINOIS. Mr. Misner is carrying on an experiment in community relations in Glencoe. He is editor of the 7th Yearbook of the Department of Elementary School Principals, Michigan Education Association, which is entitled "Cooperative Community Leadership."
- PAUL R. PIERCE, PRINCIPAL OF WELLS HIGH SCHOOL, CHICAGO. Mr. Pierce is principal of a large metropolitan high school which is emphasizing community school relationships. The Wells school is one of the ten high schools in Chicago cooperating in an experimental curriculum program.
- GEORGE I. SANCHEZ, JULIUS ROSENWALD FOUNDATION, CHICAGO. Mr. Sanchez has had experience as teacher, principal, and supervisor in New Mexico. He has made a study of the Mexican Folk Schools which is published by the Julius Rosenwald Fund.
- ERNEST J. SIMON, DIRECTOR OF INDUSTRIAL ARTS AND VOCATIONAL EDUCATION, CHAMPAIGN, ILLINOIS. Mr. Simon is at present engaged in a cooperative project carried on by labor organizations, employers, and other social groups endeavoring to improve the school program in such a way as to meet the community needs in Champaign, Illinois.
- H. A. TAPE, PRINCIPAL OF A CONSOLIDATED RURAL SCHOOL, YPSILANTI, MICHIGAN. Mr. Tape has one of the two or three best rural situations in the country. He is emphasizing community-school relationships.
- SAMUEL EVERETT, ASSISTANT PROFESSOR OF EDUCATION, NORTHWESTERN UNIVERSITY, CHAIRMAN. Mr. Everett proposed the establishment of the Committee on the Community School and drew up the initial outline of the project.

REVIEWS

ENRICHED COMMUNITY LIVING, Studies by the Division of Adult Education, State Department of Public Instruction, Wilmington, 1936. 235 pp.

Delaware is one of the very few states in which adult education at public expense and under state direction is an accepted fact. This charming book, with an imaginative format and good illustrations, gives us an understanding of the

spirit in which the work has been carried on. It is a product of a number of staff members under the general direction of Miss Marguerite H. Burnett. Delaware people, who have a salty individuality of their own, are made very real in these stories of music, and art, and public discussion in all kinds of places. The methods and the materials are fully described.

ENRICHED COMMUNITY LIVING ought to be especially useful to those who think that American Communities have no latent capacity for the enjoyment of the arts because it will enable the skeptics to cure themselves of their blindness. The administrator who is anxious for results that can be counted by the head may possibly wish that the record could have contained more history. Were there any failures? What devices were used to conquer declining interest or stubborn indifference? The record of the mistakes of seventeen years, if there were any, would also have been valuable.

Probably no other state, however, has gone so far in a program of this kind. Many of them are somewhat timidly getting ready to plunge ahead. The story of Delaware will be an excellent guide and encouragement.

Lyman Bryson, Professor of Education,
Teachers College, Columbia University

BOGOSLOVSKY, B.B.- IDEAL SCHOOL, MACMILLAN, 1936
525 pp.

This book presents quite a contrast in style from the usual book on educational philosophy. It is an imaginary story of a twenty-four hour visit to the Ideal School by a young Ph.D. who was an ardent devotee of the cause of Progressive Education. The visit proved to be an excellent orientation for him, changed his whole educational philosophy and caused him to recognize that the whole purpose of education is the development of personality. The Ideal School emphasizes the powerful influence of a school environment in which all types of sensory appeals are utilized. The school program is built around five main divisions--The Universe, Civilization, Culture, Personality, and the Center or Self-building division. The author cautions the reader that the book is not a novel (although all the characters are entirely imaginary) but "a confession of faith, a presentation of an educational and cultural ideal." In his introduction Dr. Bagley states that both friends and critics of Progressive Education will find much to admire in the book--the Progressives will welcome the rejection of the traditional subject matter boundaries and the critics will be pleased with the viewpoint that certain lessons must be learned whether the learner has an inner urge to

learn them or not.

Virgil Stinebaugh, Assistant Superintendent in charge of Curriculum Studies,
Indianapolis Public Schools.

CONRAD, L.C. and others - PRELIMINARY REPORT OF THE CREATIVE WRITING COMMITTEE TO THE COMMISSION ON SECONDARY SCHOOL CURRICULUM OF THE PROGRESSIVE EDUCATION ASSOCIATION. Commission on Secondary School Curriculum, Fieldston School, New York City.

This report seeks to puncture the notion that "creative" writing is characterized by flights of fancy or by "literary" flavor of language. The committee presents the view that in truly creative writing the source of material is real or imaginative experience and the form is the result of the writer's own choice.

Part I of the report is devoted to a consideration of the aims of creative writing, the qualifications of the teacher conducting this activity, the procedures that may be employed with different types of students, and the question of the advisability of publication for pupils' compositions.

Part II contains illustrations of original writing by pupils in both verse and prose forms together with an evaluation of the merit of the compositions. The committee's analysis of the verse offerings is discerning and detailed and the principles of evaluation employed should be illuminating to English teachers seeking guidance in a difficult field. The analysis of the prose specimens is, unfortunately, less penetrating; the self-conscious attempts of pupils at "fine writing" and the labored descriptions of rising suns, waning moons, and assorted garden flowers are passed by without comment. Evidently the tradition dies hard, with both pupils and teachers, that creative writing connotes an ecstatic interest in the botanical and astronomical aspects of one's environment.

Wilfred Eberhart, Department of Education
Ohio State University

NEW PUBLICATIONS

NEW BOOKS AND PAMPHLETS

- Bigelow, Howard F. - Family Finance. J. W. Lippincott Co. 1936. 519 pp.
- Building America, Vol. 2, No. 1, October, 1936. The title of this issue is OUR CONSTITUTION.
- Cushman, R. E. - The Supreme Court and the Constitution. Public Affairs Pamphlets No. 7-'36
- Davis, M. D. - Young Children in European Countries in the Present Economic and Social Period. U. S. Office of Education. Bulletin, 1936 No. 2, 108 pp.
- ✓ Douglass, H. R. - Monograph on Secondary Education. American Youth Commission, 744 Jackson Place, Washington, D. C. 1936. Preliminary draft. 78 pp. Mimeographed.
- Ely, Mary L., Editor - Adult Education in Action. American Association for Adult Education, 60 E. 42nd St., New York. 1936 480 pp. \$2.75
- Fitzpatrick, F. L. - Science Interests. Bureau of Publications, Teachers College, Columbia University. 1936. 72 pp. Paper covers 80¢
- Gooch, W. I. & Keller, F. J. - Breathitt County in the Southern Appalachians. Being Section 2 of OCCUPATIONS, June 1936 (XIV, NO. 9). An account of the rebuilding of the curriculum based on the social analysis of a mountain area.
- ✓ Hanna, P. R. and Research Staff - Youth Serves the Community. D. Appleton-Century Co. 1936 303 pp. \$2.00
- Ives, C. A. & Members of Class in Curriculum - Handbook in Curriculum Development for Louisiana Schools. Louisiana State University. 1936. About 200 pp. Mimeographed.
- Jones, Galen - Extra-Curricular Activities in Relation to the Curriculum. Bureau of Publications, Teachers College, Columbia University. 1935. 99 pp.
- Kansas, State Department of Education. The Study Bulletin for the Program for the Improvement of Instruction., Topeka, Kansas, 1936. 76 pp. Paper covers
- MacLathrey, J. H. and others - Committee Report No. 1, National Conference on Research in Elementary School English. Bibliography of Unpublished Studies in the Elementary School English, 1925-1934. Elementary English Review, Box 67, North End Station, Detroit, Michigan.
- Moulton, H. G. - Income Distribution under Capitalism. The Day and Hour Series. No. 12. University of Minnesota Press, Minneapolis 1936. 27 pp. Paper covers.
- Perkins, C. L. - How to Teach Music to Children. Hall & McCreary Company, Chicago, 1936. 216 pp.
- Rivlin, H. N. - Educating for Adjustment. D. Appleton-Century Company. 419 pp. \$2.25
- Roper, R. C. - Objectives of the American Discussion League. American Discussion League, 522 5th Avenue, New York City. 39 pp. Paper covers
- Rugg, Harold - American Life and the School Curriculum. Ginn & Co. 1936. 471 pp.
- Schorling, Raleigh - The Teaching of Mathematics. A Source Book and Guide. The Ann Arbor Press. 1936 247 pp. Paper covers
- Sternberger, E. M. - The Supreme Cause. A Practical Book about Peace. Dodd, Mead & Company, 1936. 217 pp. \$2.50
- Stewart, M. S. and others - This Question of Relief. Public Affairs Pamphlets No. 8, 1936. Public Affairs Committee, National Press Bldg., Washington, D. C. 33pp. 10¢
- Studies in Articulation of High School and College. 1. Series II. University of Buffalo. 1936. Paper covers. A series of studies dealing with the superior student.
- Mills, H. C. and Eckert, R. E. - The Anticipatory Examination. Bulletin No. 1, 54 pp.
- Sarbaugh, M. E. - Articulation in English, Bulletin No. 2, 18 pp.
- Strabel, E. - Academic Success of Various Age and Experience Groups. Bulletin No. 3 44 pp.
- Eckert, R. E. and Mills, H. C. - Patterns of High School Performance, Bulletin No. 4 53pp.
- Wagner, M. E. - Studies in Academic Motivation. Bulletin No. 5, 57 pp. Adjusting instruction to individuals.
- Sarbaugh, M. E. - Effect of Home Surroundings on Academic Achievement. Bulletin No. 6, 31 pp.
- Mills, H. C. - Differences Between High School & College in Methods of Instruction. Bulletin No. 7, 31 pp.
- Eckert, R. E. - Significance of Curriculum Choice. Bulletin No. 8, 22 pp.
- Wagner, M. E. - Reading Ability in High School and College. Bulletin No. 9, 12 pp.
- Vance, Rupert B. - The South's Place in the Nation. Public Affairs Pamphlets No. 6 1936 32 pp. Paper covers.
- Watson, Goodwin - Human Resources. A Report Submitted to the National Resources Committee by the American Council on Education. Reprinted from "The Educational Record" for January, 1936. American Council on Education, 744 Jackson Place, N. W. Washington, D. C. 94 pp. 25¢

Weeks, R.M. and others - A Correlated Curriculum. English Monograph No. 5, National Council of Teachers of English. D. Appleton-Century Co. 1936. 326 pp.

Willingly to School - Staff of the Fox Meadow School. Scott, Foresman and Co. Chicago, 1934. 108 pp.

NEW COURSES OF STUDY

Burbank, California, City Schools - A Tentative Basic Curriculum of the Burbank City Schools. 1936. 75 pp. Mimeographed.

Chicago Public Schools - Elementary Book and Paper Making. Board of Education, Chicago, 1936. 9 pp. Paper covers.

Chicago Public Schools - Correlated Handwork. Grades 4-5-6. Bulletin C-H 124. Board of Education, Chicago. 1936. 54 pp. Paper covers.

Chicago Public Schools - Correlated Handwork. Grades 7-8. Board of Education, Chicago. 1936. Mimeographed. 85 pp.

Chicago Public Schools - Creative Arts in Grades V-VIII. Chicago, Illinois. 1936. 16 pp.

Chicago Public Schools - The Craft Techniques as an Integral Part of Teaching Method. 73 pp. Paper covers. Board of Education, Chicago. 1936.

Chicago Public Schools - Construction of Dioramas and Table Problems. Board of Education, Chicago, 1936. 15 pp. Paper covers.

Chicago Public Schools - Hand Loom and Basket Weaving. Board of Education, Chicago. 1936. 17 pp. Paper covers.

Cleveland, Diocese of - Tentative Course of Study in Science for Grades IV, V, VI, about 200 pp. Mimeographed. 1936. 621 Guarantee Title Bldg., 815 Superior Avenue, N.E., Cleveland.

Columbia, Missouri, Public Schools - Guidance Manual for Elementary Schools for Grades I-VI. Guidance Manual No. 4. 1936.

Delaware - State Department of Public Instruction. Enriched Community Living. An approach through art and music in adult education. Prepared by the Division of Adult Education. Delaware State Department of Education, Wilmington, Delaware. 1936. 235 pp.

Des Moines, Iowa, Public Schools - Social Studies. Grades V and VI. 1936. 139 pp. Mimeographed.

Des Moines Public Schools - Course of Study in Speech and Dramatics for the Senior High School. Vol. I, Speech. Vol. II, Dramatics. September 1936. Mimeographed. Paper covers. Vol. I, 171 pp. Vol. II, 228 pp.

Denver Public Schools - The Development of a Program of Secondary Education for Slow-Learning Pupils. Junior and Senior High

Schools. A course of study monograph.

September 1936. 143 pp. Mimeographed.

Denver Public Schools - A Report of an Experiment in Vocational Guidance at South High School. September 1936. 48 pp. Mimeographed.

Denver Public Schools - Handbook for the Application of Progressive Education Principles to Secondary Education. September, 1936. 173 pp. Mimeographed.

Fort Worth, Texas - Mathematics: A Tentative Course of Study for Meaningful Quantitative Thinking. Grades VII and VIII. Curriculum Bulletin No. 162. 1936. Mimeographed. 198 pp. Paper covers.

Fort Worth, Texas - Mathematics: A Tentative Course of Study for Grades IV, V, and VI. Curriculum Bulletin No. 161. 1936. Mimeographed. 355 pp. Paper covers.

Kansas, State Department of Education. Unit Program in Social Studies, Topeka, Kansas. September, 1936. 671 pp. Paper covers.

Los Angeles, California, City School District - The Social Studies of the Los Angeles City Schools. 1936. 37 pp. Mimeographed.

Michigan, State Department of Public Instruction - Apprentice Training Program in Diversified Occupations. Bulletin No. 231. 1936. 21 pp. Paper covers.

Michigan, State Department of Public Instruction - Education for Safety. Bulletin No. 303. 1936.

Michigan, State Department of Public Instruction - Instructional Guide for Elementary Schools. Bulletin No. 301. 1936.

Michigan, State Department of Public Instruction - Alcohol and Narcotics. Bulletin No. 302. 1936.

New York, State Education Department - Curriculum Guides for Teachers of Five-Year-Old Children. University of the State of New York Press, Albany, 1935. 96 pp. Paper covers.

New York, State Education Department - A Guide to the Teaching of Health in the Elementary School. University of the State of New York Press, Albany, 1936. 101 pp. Paper covers.

New York, State Education Department - Curriculum Guides for Teachers of Two to Five-Year-Old Children. University of the State of New York Press, Albany, 1936. 122 pp. Paper covers.

Redwood City, California, Public Schools. Curriculum Revision in the Sequoia Union High School. 1936. 10 pp. Mimeographed. The course in social living is a step toward integration.

West Waterloo, Iowa, Public Schools - Course of Study in Character Education for Jr. H.S. 1936. 73 pp. Mimeographed.

ANNUAL LIST OF OUTSTANDING COURSES OF STUDY

Compiled by
Herbert B. Bruner, Professor of Education
Teachers College, Columbia University

and
C. Maurice Wisting, Assistant in Curriculum
Teachers College, Columbia University

With the Assistance of Graduate Students in
the Curriculum:

Mr. F. T. Brewster, Instructor in Social Sciences, Manhasset High School, Manhasset, New York; Mr. Harry Carlson; Mr. Bernard Carp, Director of Dramatics and Social Art, Garfield Temple, Brooklyn, New York; Miss Beulah I. Coon,* Home Economics Education Service, United States Office of Education, Washington, D.C.; Mr. George W. Dawson, Head of the English Department, Manhasset High School, Manhasset, New York; Dr. George E. Freeland,* Dean of Education, State College, San Jose, California; Miss Vera M. Gushue; Mr. Irwin A. Hammer,* Head of the Department of Education, University of Omaha, Omaha, Nebraska; Mr. Arthur Maberry,* Superintendent of Schools, Bangs, Texas; Dr. Frank C. Misner, Head of the Mathematics Department and Chairman of Curriculum Revision, Bronxville, New York; Miss Alma Moore,* Principal, Bonner Elementary School, Tyler, Texas; Miss Luella Overn; Mr. William P. Patterson, Principal, State Street Elementary-Junior High School, Hackensack, New Jersey; Mr. Thomas W. Rice, Principal, Lening Avenue School, Verona, New Jersey; Mr. B. O. Smith,* Assistant Professor of Education, University of Florida, Gainesville, Florida; Mr. William Stratford,* Instructor in English, Central Junior High School, Ogden, Utah; and Mr. Hugh B. Wood.

Introduction

For the last eleven years an annual form letter has been sent by the Curriculum Construction Laboratory of Teachers College to each of the 7,000 state, city, and county superintendents, requesting curriculum materials. In addition, a special and more detailed request has gone to a selected list of 200 communities where the most forward-looking curriculum programs have been under way.

Previously, ratings have been made according to the procedure described in Rating

* On leave of absence.

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Elementary School Courses of Study.* Courses received this year were classified tentatively by inspection. Those obviously inferior were immediately rejected; other courses judged to be of higher quality were placed tentatively on the outstanding list. The courses on this list were rated then by graduate students who utilized a set of criteria which has been developed over a period of the last two years in the Curriculum Laboratory. These criteria which will be published in the Curriculum Journal in the spring proved, on the whole, sound and workable. Certain weaknesses in them which were revealed through these recent ratings of courses of study will be considered by the Curriculum group in Teachers College during the next two or three months.

Below are listed some reasons which have been given for placing courses of study on the outstanding lists:

1. Education is conceived as a conscious process of helping pupils make adjustments.
2. Philosophy is stated and applied throughout the course.
3. General and specific aims are clearly stated.
4. Approaches are well chosen and significant.
5. Content is well organized and accurate.
6. Course is excellent in scope and variety of activities.
7. Allowance is made for individual differences.
8. Means of evaluation are suggested.
9. Good bibliographies are included.

* Stratemeyer, Florence B. and Bruner, Herbert B. Rating Elementary School Courses of Study. New York: Bureau of Publications, Teachers College, Columbia University, 1926. pp. 193.

10. Course is practical.

Below are some of the most common reasons given for rejecting courses of study:

1. Philosophy is not stated or not clearly implied.
2. No aims are given or clearly implied.
3. Mastery of subject matter is the chief consideration.
4. Inaccurate material is included.
5. Organization is poor.
6. Scissor-and-paste technique is obvious.
7. Content is brief and formal.
8. Few or no problems or activities are suggested.
9. Few or no suggestions for evaluation are made.
10. Course is poorly written.

A complete list of courses of study judged to be outstanding since 1924 can be secured by utilizing the following, in connection with this list.

- (1) The list in Rating Elementary School Courses of Study.*
- (2) The cumulative lists dated October, 1933.**
- (3) Supplementary list dated January, 1935.***
- (4) Supplementary list dated November, 1935.****

COURSES FOR ELEMENTARY GRADES

Arithmetic

- Fort Worth, Texas. A tentative course of study in mathematics. Kindergarten-Grade 3. 1936.
- Fort Worth, Texas. A tentative course of study in mathematics. Grades 4-6. 1936.
- San Mateo, Calif. Number Concepts. First and second grade pupils of San Mateo County, 1934.
- Utah State. Course of study in arithmetic. Grades 1-8. 1934.
- Winona, Minn. Course of study on the teaching of arithmetic. Grades 1-6. 1935.

Art

- Fort Worth, Texas. A tentative course of study in art. Grades 4-8. 1933.

*Stratmeyer and Bruner. Ibid. pp. 147-156.

**Mimeographed lists compiled by H. B. Bruner, Arthur V. Linden, Mabel V. Cassell, and others. Judged Outstanding Courses of Study.

***Mimeographed list compiled by H. B. Bruner, Arthur V. Linden, and others.

****Mimeographed list compiled by H. B. Bruner, Mabel V. Cassell, and others.

Milwaukee, Wis. (Shorewood). Arts and Crafts.

Grades 1-6. 1934.

New York State. Syllabus for elementary schools.

Art education. Grades 1-6. 1933.

English

Aberdeen, S.D. Elementary course of study for reading. Grades 1-6. 1936.

Amsterdam, N.Y. Course of study in speaking and writing English. Primary grades. 1936.

Bakersfield, Calif. Teachers' guide in oral and written expression for the intermediate grades. 1936.

Ironwood, Mich. Tentative outline in language for grades 4-6. 1936.

Montclair, N.J. The teaching of spelling. Grades 2-4. 1935.

Perth Amboy, N.J. Tentative primary course of study in spelling. Grades 1-3. 1936.

Utah State. English for elementary schools. 1936.

General

Colorado State course of study for elementary schools. 1936.

Michigan State. Instructional guide for elementary schools. 1936.

North Carolina State. A study in curriculum problems. 1935.

Pasadena, Calif. Suggestions to teachers in guiding pupil experiences. Provisional issue. 1936.

Virginia State. Tentative course of study for Virginia elementary schools. Grades 1-7. 1934.

Guidance - Character and Vocational

Columbia, Mo. Guidance manual for elementary schools. Grades 1-6. 1936.

Fairfax County, Va. Suggestions for guidance in the elementary schools. 1936.

Kansas - Schools of Eastern Central Kansas. General guidance bulletin. 1936.

Health and Physical Education

Aberdeen, S.D. Health course of study for elementary grades. Grades 1-6. 1936.

Arizona State. Course of study for elementary schools. Health and physical education. Grades 1-8. 1935.

Gallion, Ohio. Course of study in health. Grades 1-6. 1935.

Lima, Ohio. Program of physical education. Grades 1-2. 1936.

Pennsylvania State. Course of study in health instruction and physical education. Grades 1-3. 1934.

Pennsylvania State. Course of study in health instruction and physical education. Grades 4-6. 1934.

Kindergarten-Primary

Manitowac, Wisconsin. Described teaching units for kindergarten. 1935.

New York State. Curriculum guidance for teachers of two to five year old children. 1936.

New York State. Curriculum guides for teaching of five year old children. 1935.

Library

California State. Effective use of library facilities in rural schools. 1934.

Music

Utah State. Elementary music. 1934.

Science

Connecticut State. Course of study in nature study. A manual of suggestions. 1932.

Council Bluffs, Iowa. Elementary Science. Grades 4-6. 1936.

Galion, Ohio. Course of study for elementary science. Grades 1-6. 1933-34.

Milwaukee, Wis. (Shorewood). Science Units. Grade 5. 1934.

Pennsylvania State. Course of study in science. Grades 1-3. 1932.

Pennsylvania State. Course of study in science. Grades 4-6. 1932.

Social Science

Aberdeen, S.D. Course of study in geography. Grade 4. 1935.

Aberdeen, S.D. Course of study in geography. Grade 5. 1935.

Aberdeen, S.D. Course of study in geography. Grade 6. 1935.

Aberdeen, S.D. Course of study in social studies. Primary grades. 1935-36.

Aberdeen, S.D. History course of study. Grades 5-6. 1935-36.

Fresno, Calif. Social studies teaching aids for 4th grade. 1936.

Fresno, Calif. Social studies teaching aids for 6th grade. 1936.

Iowa State. A guide for teaching history in the elementary grades. Grades 1-5. 1935.

Kansas City, Mo. Tentative course in social studies. 4th grade. 1936.

Kansas City, Mo. Tentative course in social studies. 5th grade. 1936.

Kansas City, Mo. Tentative course in social studies. 6th grade. 1936.

New Brunswick, N. J. Tentative course in social studies. Kindergarten, grades 1-6. 1934.

Port Arthur, Texas. Social Studies. A tentative course of study. Kindergarten. 1935.

Port Arthur, Texas. Social Studies. A tentative course of study. Grade 1. 1935.

Port Arthur, Texas. Social Studies. A tentative course of study. Grade 2. 1935.

Port Arthur, Texas. Social Studies. A tentative course of study. Grade 3. 1935.

Port Arthur, Texas. Social Studies. A tentative course of study. Grade 4. 1935.

Port Arthur, Texas. Social Studies. A tentative course of study. Grade 5. 1935.

Port Arthur, Texas. Social Studies. A tentative course of study. Grade 6. 1935.

Wilmington, Del. A tentative course of study for the social studies. Grade 1. 1935.

COURSES FOR JUNIOR HIGH SCHOOL

Art

Fort Worth, Texas. A tentative course of study in art. Grades 4-8. 1933.

Lynn, Mass. Art course of study for junior high grades. 1933.

New York State. Correlated syllabus in art education for the junior high school. 1935.

Commercial

Atlanta, Ga. Course of study in junior business training. 1935.

Florida State. Commercial course of study. Grades 7-12. 1935.

English

Cincinnati, Ohio. Tentative course of study in oral and written expression. Grades 7-9. 1935.

Honolulu, Hawaii. A tentative course of study for literature, music and creative expression. Junior high school. 1933.

Pennsylvania State. Literature for secondary schools. Grades 7-12. 1935.

Utah State. English for secondary schools. Grade 7-12. 1935.

General

Montana State. Course of study for the junior high schools. 1934.

North Carolina State. A study in curriculum problems. 1935.

Virginia State. Tentative course of study for the core curriculum of Virginia secondary schools. Grade 8. 1934.

Virginia State. Tentative materials of instruction for the core curriculum of Virginia secondary schools. Grade 9. 1936.

Guidance - Character and Vocational

Atlanta, Ga. Course of study in English Guidance. Junior high schools.

Kansas - Schools of Eastern Central Kansas. General guidance bulletin. 1936.

Pennsylvania State. An eighth grade course in occupations. 1931.

Pennsylvania State. School opportunities and Occupations. Grade 9. 1933.

Health and Physical Education

Arizona State. Course of study for elementary schools. Health and physical education. Grades 1-8. 1935.

Indianapolis, Ind. Course of study in physical education. Grades 7-9. 1936.

Louisville, Ky. Course of study in physical education. Junior high school boys. 1936.

Louisville, Ky. Course of study in physical education. Junior high school girls. 1936.

Pennsylvania State. Course of study in health instruction and physical education. Grades 7-8. 1934.

Home Economics

Atlanta, Ga. Course of study in home economics. Junior high schools. 1935.

Los Angeles, Calif. Junior high school program in household arts. Grades 7-9. 1935.

Industrial Art

South Dakota State. Course of study for industrial arts. Grades 9-12. 1935.

Languages

Florida State. Foreign Language course of study. 1935.

Mathematics

Fort Worth, Texas. Mathematics, a tentative course for junior high schools. Grades 7-8. 1936.

Utah State. Course of study in arithmetic. Grades 1-8. 1934.

Science

Council Bluffs, Iowa. Elementary science. Grades 7-8. 1936.

Los Angeles, Calif. Study outline for eighth year science. Grade 8. 1935.

Pennsylvania State. Course of study in science. Grades 7-9. 1933.

Social Science

Cape May, N. J. Course of study in social science. Grade 8. 1935.

Flint, Mich. Social studies. Grade 9. 1936.

Fort Worth, Texas. A tentative course of study for grade 8. 1936.

Kansas City, Mo. Tentative course in social studies for first year of the junior high school. 1936.

Kansas City, Mo. Course of study unit. The United States Becomes the Cosmopolitan Country that it is Today. A teaching unit for the 7th grade. 1936.

Kansas City, Mo. Tentative course in social studies for second year of the junior high school. 1936.

Los Angeles, Calif. The American Epic. 7th and 8th grade social studies. 1936.

Montclair, N. J. A tentative course of study for 7th grade social studies. 1935.

Montclair, N. J. A tentative course of study for 8th grade social studies. 1935.

Port Arthur, Texas. Social Studies. Grade 7. 1936.

Port Arthur, Texas. Social studies. Grade 8. 1936.

Port Arthur, Texas. Social studies. Grade 8. 1936.

Virginia State. Tentative outline of the content of social studies. Grades 8-11. 1935.

COURSES FOR SENIOR HIGH SCHOOL

Art

New York State. Secondary syllabus in art education. Senior high school. 1936.

Commercial

Florida State. Commercial course of study. Grades 7-12. 1935.

Ithaca, N. Y. Course of study in office practice. 1936.

Pennsylvania State. Course of study in typewriting. 1933.

Pennsylvania State. Course of study in bookkeeping. 1936.

English

Des Moines, Iowa. Course of study in speech for senior high school. 1936.

Des Moines, Iowa. Course of study in dramatics for senior high school. 1936

- Flint, Mich. Course of study in English. Senior High School
- Minneapolis, Minn. Course of study in senior high school English. Grades 10-12. 1935
- Pennsylvania State. Literature for secondary schools. Grades 7-12. 1935.
- Utah State. English for secondary schools. Grades 7-12. 1935.

General

- Arkansas State. Supplementary bulletin. Tentative units for high school level in social science, English, home economics and natural science. 1935.
- North Carolina State. A study in curriculum problems. 1935.

Guidance - Character and Vocational

- Kansas - Schools of Eastern Central Kansas. General guidance bulletin. 1936.

Health and Physical Education

- Long Beach, Calif. Physical education. Course of study for senior high school boys. 1936.
- Louisville, Ky. Course of study in physical education. Senior high school boys. 1936.
- Louisville, Ky. Course of study in physical education. Senior high school girls. 1936

Industrial Art

- South Dakota State. Course of study for industrial arts. Grades 9-12. 1935.

Languages

- Florida State. Foreign language course of study. 1935.
- Minneapolis, Minn. Course of study in modern foreign languages. 1936.
- New York State. Syllabus in ancient languages. 1936.
- New York State. Syllabus in modern foreign languages. 1936.
- North Carolina State. Courses of study in foreign languages. Latin, French, German, Spanish. 1935.

Mathematics

- Fort Worth, Texas. A tentative course of study in Geometry I and II; Algebra III and IV. 1936.
- Fort Worth, Texas. A tentative course of study for solid geometry, trigonometry and eleventh grade general mathematics. 1936.

Science

- Pennsylvania State. Biology. High School. 1936.
- Virginia State. Tentative outline of the content of science. Grades 8-11. 1935.

Social Science

- Evansville, Indiana. Tentative social studies course of studies course of study. World History. 10th year. 1936
- Evansville, Indiana. Tentative social studies course of study. United States History. 11th year. 1936.
- Evansville, Indiana. Tentative social studies course of study. American Problems. 12th year. 1936.
- Flint, Mich. Modern social problems. Grade 12. 1935.
- Oakland, Calif. Course of study in contemporary problems. Grades 11-12. 1935.
- Port Arthur, Texas. Tentative course of study in social studies. Grade 10. 1936.
- Port Arthur, Texas. Tentative course of study in social studies. Grade 11. 1936.
- Virginia State. Tentative outline of the content of social studies. Grades 8-11. 1935.

ADULT EDUCATION

- Arkansas. Study program. Changing attitudes through additional education. 1935-36.
- Pennsylvania State. Parent education. 1935.

SPECIAL CLASSES

- Minneapolis, Minn. Course of study in special education for retarded children. Kindergarten and pre-primary, primary, and intermediate grades. 1933.
- Pennsylvania State. Organization and administration of special education classes for the orthogenic backward. 1935.
- Pennsylvania State. Sight conservation and sight-saving classes. 1935.

TEXTBOOKS OF 1936

PART I: ELEMENTARY TEXTBOOKS OF 1936

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INTRODUCTION

The accompanying compilation of textbooks of 1936 follows the compilation of 1931-1933, 1934, and 1935. A few books omitted for one reason or another from the previous lists have been included herewith.

The response of the publishers has been unusually fine. All have provided copies of their publications. These books have been placed on exhibit for the teachers of the Los Angeles City Schools and surrounding communities. A few of them have also been used in a special exhibit held in connection with the Southern California Social Science Association meeting in South Pasadena.

As in the case of the previous lists, only textbooks have been included. Workbooks, test booklets, and the like, are included only in annotations to parent texts. A few publications of similar nature, notably laboratory manuals and shop instruction sheets, have been listed because they are textbooks in fact if not in traditional make-up.

Supplementary readers and materials of a strictly reference nature are not included because they were not a part of the Committee's assignment. The growing use of reference books may, however, soon give these materials greater importance than textbooks in educational practice. The Society would be interested in learning whether a similar compilation of such materials would be in general demand.

No books planned strictly for "adult" education or for extra-curricular activities are included.

The classification of the texts, the bibliographical data, and the annotations are as accurate, complete, objective, and meaningful as space and the information supplied by the publishers would permit, although pared to the barest minimum.

M. E. Herriott

Arithmetic

1. Barden - How to Work with Numbers: A First Number Pad. Rand McNally, 72. Games, riddles, and other play devices. Illus.
2. Clark, Cushman - Self-Help Number Series Macmillan. In Number Land, 96. Numbers at Work, 128. Workbook-texts for the initial formal work with numbers. Illus.
3. Knight, Studebaker, Ruch - Study Arithmetics Scott, Foresman, 384. Self-testing drills and exercises, problem scales, extra materials for fast workers, illus. Grade, six.
4. Woody, Breed, Overman - Child-Life Arithmetics. Lyons and Carnahan. Grade Three, xii+241. Grade Four, xii+237. Grade Five, xv+280. Grade Six, xiii+242. Based on child-life activities and social situations. Illus. in color. Answer books. See No. 244.

Elementary Science

5. Athey - Along Nature's Trails. (Ed. by Preble) American, vii+344. Information about "Nature's children" systematically organized. Illus.
6. Buck, Fraser - On Jungle Trails. World, vii+280. A book for supplementary reading in the upper grades. Appended notes on Asiatic animals. Illus.
7. Chapman, Chapman - The Little Wolf. Scribners, xii+140. The life story of a coyote. Neither sentimentally sympathetic nor condemnatory. Illus. by full page photographs.
8. Gray Owl - Sajo and the Beaver People. Scribners, xiv+187. The adventure of two beaver kittens captured by Ojibway Indians. Explanatory notes. Illus. by author.
9. Phillips, Wright - Nature-By Seaside and Wayside. Heath. I: Some Animals and Their Homes, ix+142. II: Some Animal Neighbors, 8x+187. III: Plants and Animals, viii+280. For grades 2-6. Exercises, self-tests, vocabularies, illus. in color.
10. Wells - Seashore Life. Harr Wagner, 325. Reading level for grades 4 and 5. Also for slow groups in high school. Unit organization. Illus.

Health & Physical Education

11. Brownell, Ireland, Giles - Health and Safety Series. Rand McNally, 1935.